



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 12431674
SAU: MSAD 49
School: Benton Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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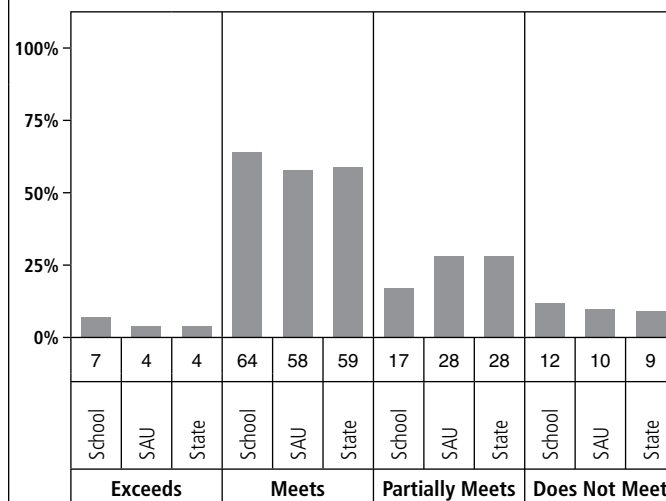
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: MSAD 49
School: Benton Elementary School

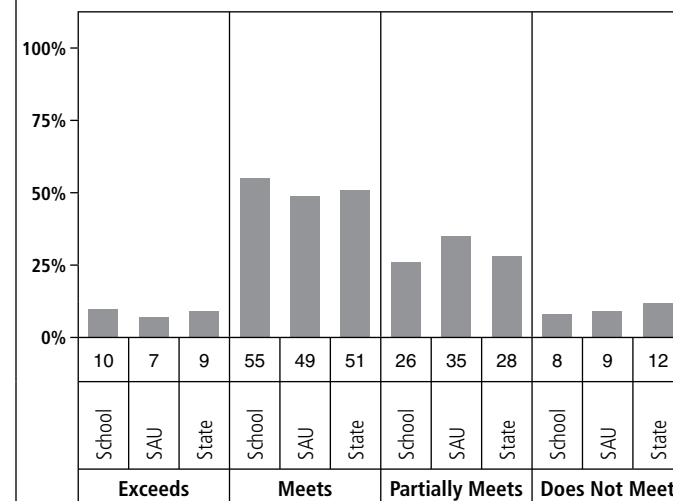
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	447	445	444
2006–2007	446	444	445
2007–2008	447	445	445
Cum. Avg. *	447	445	445
Mathematics			
2005–2006	451	448	444
2006–2007	449	447	445
2007–2008	447	445	445
Cum. Avg. *	449	447	445
Science & Technology			
2005–2006	448	445	444
2006–2007	449	447	444
2007–2008	446	444	444
Cum. Avg. *	448	445	444

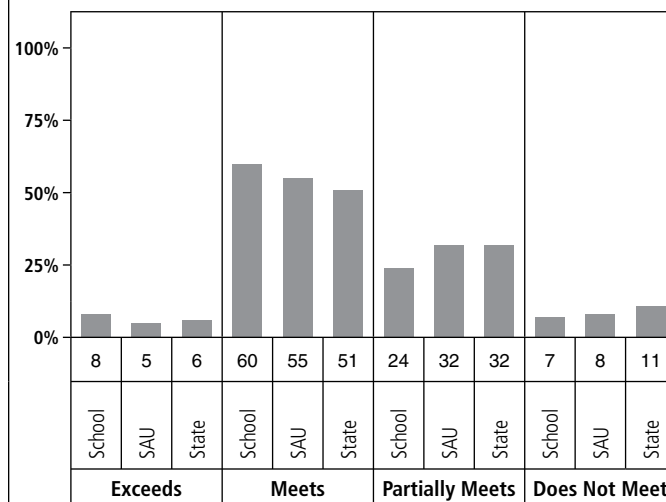
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 4
SAU: MSAD 49
School: Benton Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
							ELA-Reading						Mathematics						Science and Technology															
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	107	100	170	100	14207	100	107	100	170	100	14181	100	107	100	170	100	14123	100	107	100	170	100	14115	99										
Ethnicity African American/Black	3	3	3	2	390	3	3	100	3	100	388	99	3	100	3	100	388	99	3	100	3	100	386	99										
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100										
Asian or Pacific Islander	0	0	1	1	263	2	0	0	1	100	259	98	0	0	1	100	262	100	0	0	1	100	262	100										
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98										
Caucasian/White	104	97	166	98	13282	93	104	100	166	100	13264	100	104	100	166	100	13205	100	104	100	166	100	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										
Identified disability	21	20	31	18	2524	18	21	100	31	100	2514	100	21	100	31	100	2498	99	21	100	31	100	2494	99										
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99										
Economically disadvantaged	49	46	81	48	5587	39	49	100	81	100	5569	100	49	100	81	100	5538	99	49	100	81	100	5534	99										
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100										

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	88	82	140	82	10755	76	88	82	140	82	10730	76	88	82	140	82	10776	76						
Identified disability (PET/IEP)	2	2	3	2	375	3	2	2	3	2	374	3	2	2	3	2	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	1	1	2	1	114	1	1	1	2	1	114	1	1	1	2	1	115	1						
Participation with accommodations	19	18	30	18	3298	23	19	18	30	18	3267	23	19	18	30	18	3215	23						
Identified disability (PET/IEP)	19	100	28	93	2013	61	19	100	28	93	1998	61	19	100	28	93	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	1	3	69	2	0	0	1	3	68	2	0	0	1	3	67	2						
Other	0	0	1	3	1046	32	0	0	1	3	1023	31	0	0	1	3	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 49
School: Benton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	12	12	13	8	601	4
	2006-2007	4	4	4	2	507	4
	2007-2008	7	7	7	4	559	4
	Cum. Total*	23	7	24	5	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	57	55	85	51	7910	57
	2006-2007	71	64	106	62	8749	63
	2007-2008	69	64	98	58	8308	59
	Cum. Total*	197	61	289	57	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	23	22	50	30	3970	29
	2006-2007	29	26	48	28	3467	25
	2007-2008	18	17	48	28	3922	28
	Cum. Total*	70	22	146	29	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	11	11	19	11	1421	10
	2006-2007	7	6	14	8	1165	8
	2007-2008	13	12	17	10	1264	9
	Cum. Total*	31	10	50	10	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.1	64.8	29.8	62.1	29.7	61.9
Literary Text	24	50	16.4	68.3	15.8	65.8	15.5	64.6
Informational Text	24	50	14.7	61.3	14.1	58.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 49
School: Benton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	7	7	69	64	18	17	13	12	447	170	4	58	28	10	445	14053	4	59	28	9	445
Ethnicity																						
African American/Black	3										3						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										1						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	104	7	7	67	64	18	17	12	12	447	166	4	58	28	10	445	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	21	1	5	4	19	8	38	8	38	438	31	3	19	52	26	439	2388	0	29	44	26	437
No	86	6	7	65	76	10	12	5	6	449	139	4	66	23	6	446	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	107	7	7	69	64	18	17	13	12	447	170	4	58	28	10	445	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	49	2	4	25	51	13	27	9	18	444	81	2	46	38	14	443	5502	1	47	37	14	441
No	58	5	9	44	76	5	9	4	7	449	89	6	69	19	7	447	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	107	7	7	69	64	18	17	13	12	447	170	4	58	28	10	445	14048	4	59	28	9	445
Gender																						
Female	50	3	6	35	70	6	12	6	12	448	79	4	61	25	10	445	6959	5	61	26	8	446
Male	57	4	7	34	60	12	21	7	12	446	91	4	55	31	10	445	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1890	0	37	46	17	439
No	107	7	7	69	64	18	17	13	12	447	170	4	58	28	10	445	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	107	7	7	69	64	18	17	13	12	447	170	4	58	28	10	445	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 49
School: Benton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
		%	N	%	N	%	N	%	N														%
How much homework do you do on school nights?																							
A. none	22	1	4	13	54	6	25	4	17	444	18	3	50	30	17	443	5	1	42	36	21	440	
B. less than one hour	68	6	8	50	68	11	15	6	8	449	69	5	62	26	7	446	74	4	62	27	7	445	
C. one to two hours	7	0	0	6	75	1	13	1	13	444	11	0	53	37	11	442	18	5	59	29	7	446	
D. more than two hours	2	0	0	0	0	0	0	2	100	429	2	0	0	33	67	431	2	3	32	34	31	438	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	40	3	7	29	69	4	10	6	14	447	35	5	63	22	10	445	30	6	63	24	7	446	
B. They match some of what I have learned.	44	3	6	31	66	10	21	3	6	448	46	4	59	29	8	445	52	4	63	27	6	446	
C. They match just a little of what I have learned.	12	1	8	5	38	3	23	4	31	443	12	5	43	33	19	443	12	2	46	37	15	441	
D. There is no match.	4	0	0	3	75	1	25	0	0	449	7	0	45	45	9	444	5	0	33	40	26	437	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	35	4	11	27	73	4	11	2	5	451	42	6	67	21	6	448	35	7	66	20	6	448	
B. good	52	2	4	36	65	12	22	5	9	445	49	2	55	34	9	443	51	3	60	29	7	445	
C. fair	11	1	8	4	33	2	17	5	42	441	9	7	27	33	33	440	12	1	44	40	16	440	
D. poor	1	0	0	0	0	0	0	1	100	430	1	0	0	0	100	430	2	0	23	47	30	436	
How hard was the reading part of this test?																							
A. harder than my regular schoolwork	16	2	13	4	25	3	19	7	44	441	17	7	25	39	29	441	19	2	46	34	17	442	
B. about the same as my regular schoolwork	70	4	6	52	72	11	15	5	7	448	61	4	68	23	6	447	62	5	64	26	5	446	
C. easier than my regular schoolwork	15	1	7	10	67	3	20	1	7	447	22	3	53	36	8	444	18	3	58	29	10	444	
How hard were the reading passages on this test?																							
A. Most of the passages were more difficult than what I usually read.	12	0	0	4	31	5	38	4	31	440	12	0	20	55	25	439	14	0	32	46	22	438	
B. Most of the passages were about the same as what I usually read.	58	5	8	39	64	10	16	7	11	447	57	5	57	29	8	445	52	3	62	28	7	445	
C. Most of the passages were easier than what I usually read.	30	2	6	25	81	2	6	2	6	449	31	4	73	15	8	447	33	7	68	20	5	448	
How much time do you spend reading at home each day?																							
A. more than one hour	13	2	14	8	57	3	21	1	7	450	16	7	48	37	7	445	18	7	64	22	7	447	
B. 20 minutes to an hour	43	4	9	30	67	8	18	3	7	449	40	6	63	24	7	447	55	4	64	26	6	446	
C. less than 20 minutes	13	0	0	12	86	1	7	1	7	447	16	0	63	30	7	445	14	2	53	33	12	443	
D. I rarely read at home.	30	1	3	17	53	6	19	8	25	443	27	2	50	30	17	443	13	1	44	39	16	441	
How many pages do you read in school and to complete homework assignments?																							
A. five or fewer pages	30	0	0	16	53	7	23	7	23	443	31	0	45	35	20	441	23	3	50	34	13	442	
B. six to ten pages	30	2	7	20	67	5	17	3	10	447	30	4	61	27	8	446	25	3	60	29	8	444	
C. eleven or more pages	41	5	12	29	71	4	10	3	7	450	38	8	65	23	5	448	52	5	64	24	6	446	
Optional school/SAU question																							
A.	20	0	0	0	0	0	0	1	100	430	17	0	0	0	100	430							
B.	20	0	0	1	100	0	0	0	0	448	33	0	100	0	0	449							
C.	60	0	0	2	67	1	33	0	0	443	50	0	67	33	0	443							
D.	0										0												

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 49
School: Benton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	21	20	25	15	1294	9
	2006-2007	17	15	21	12	1054	8
	2007-2008	11	10	12	7	1321	9
	Cum. Total*	49	15	58	11	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	60	58	91	54	7000	50
	2006-2007	67	60	96	56	7394	53
	2007-2008	59	55	84	49	7079	51
	Cum. Total*	186	58	271	53	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	15	15	37	22	3784	27
	2006-2007	20	18	39	23	3729	27
	2007-2008	28	26	59	35	3955	28
	Cum. Total*	63	20	135	27	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	7	7	14	8	1894	14
	2006-2007	7	6	16	9	1735	12
	2007-2008	9	8	15	9	1642	12
	Cum. Total*	23	7	45	9	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.3	62.0	8.9	59.3	9.5	63.3
Cluster 2: Shape and Size	14	29	10.3	73.6	9.8	70.0	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.6	72.0	3.4	68.0	3.4	68.0
Cluster 4: Patterns	14	29	9.5	67.9	9.4	67.1	9.7	69.3

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 49
School: Benton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	11	10	59	55	28	26	9	8	447	170	7	49	35	9	445	13997	9	51	28	12	445
Ethnicity																						
African American/Black	3										3						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										1						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	104	11	11	57	55	27	26	9	9	447	166	7	49	34	9	445	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	21	2	10	5	24	7	33	7	33	438	31	6	29	35	29	438	2372	3	31	36	30	436
No	86	9	10	54	63	21	24	2	2	449	139	7	54	35	4	446	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	107	11	10	59	55	28	26	9	8	447	170	7	49	35	9	445	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	49	4	8	22	45	17	35	6	12	443	81	5	43	42	10	442	5472	5	41	35	19	440
No	58	7	12	37	64	11	19	3	5	450	89	9	55	28	8	447	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	107	11	10	59	55	28	26	9	8	447	170	7	49	35	9	445	13992	9	51	28	12	445
Gender																						
Female	50	5	10	31	62	10	20	4	8	447	79	6	51	33	10	444	6933	9	50	29	12	445
Male	57	6	11	28	49	18	32	5	9	447	91	8	48	36	8	445	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1890	2	34	41	23	438
No	107	11	10	59	55	28	26	9	8	447	170	7	49	35	9	445	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	107	11	10	59	55	28	26	9	8	447	170	7	49	35	9	445	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 49
School: Benton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	22	0	0	15	63	6	25	3	13	445	18	0	60	30	10	444	5	6	34	33	27	438
B. less than one hour	68	11	15	39	53	19	26	4	5	449	69	10	49	33	8	446	74	10	52	28	10	446
C. one to two hours	7	0	0	5	63	2	25	1	13	444	11	0	42	47	11	441	18	10	52	28	10	446
D. more than two hours	2	0	0	0	0	1	50	1	50	430	2	0	0	67	33	432	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	48	7	14	30	59	11	22	3	6	449	46	10	57	26	6	448	38	13	56	23	8	448
B. They match some of what I have learned.	39	3	7	21	51	13	32	4	10	446	39	5	42	44	9	443	48	8	52	29	10	445
C. They match just a little of what I have learned.	8	1	11	5	56	3	33	0	0	448	9	7	47	40	7	444	10	4	35	39	22	439
D. There is no match.	5	0	0	2	40	1	20	2	40	435	7	0	36	36	27	436	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	44	8	17	22	48	12	26	4	9	449	45	12	49	32	7	447	35	16	55	20	8	449
B. good	45	3	6	29	62	11	23	4	9	447	42	4	52	35	8	445	48	7	52	31	11	445
C. fair	10	0	0	6	60	3	30	1	10	443	10	0	41	47	12	439	14	3	41	38	18	440
D. poor	2	0	0	0	0	2	100	0	0	436	3	0	20	40	40	429	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	11	2	17	3	25	3	25	4	33	440	13	10	48	19	24	443	15	4	38	33	25	439
B. about the same as my regular schoolwork	70	8	11	44	59	18	24	4	5	448	68	8	50	35	7	446	64	10	54	28	9	446
C. easier than my regular schoolwork	18	1	5	11	58	6	32	1	5	447	19	3	53	38	6	445	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	16	1	6	10	59	4	24	2	12	445	20	3	39	39	18	440	23	8	47	29	16	443
B. two or three days a week	34	4	11	18	50	11	31	3	8	446	31	8	50	37	6	445	36	11	54	27	9	447
C. two or three times each month	31	4	12	20	61	7	21	2	6	450	27	9	60	24	7	449	25	10	53	27	10	446
D. never or almost never	19	2	10	10	50	6	30	2	10	446	23	8	44	41	8	444	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	1	25	2	50	1	25	439	3	0	40	40	20	440	5	3	30	33	33	436
B. two or three days a week	12	0	0	9	69	2	15	2	15	444	11	0	53	26	21	441	19	8	50	30	12	445
C. two or three times each month	27	2	7	18	62	7	24	2	7	448	22	5	63	24	8	447	38	11	55	26	8	447
D. never or almost never	57	9	15	30	50	17	28	4	7	448	63	9	44	40	7	445	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	15	1	6	9	56	5	31	1	6	445	15	4	56	36	4	444	8	3	33	38	25	438
B. 30–45 minutes	40	4	10	22	52	12	29	4	10	447	32	9	44	37	9	446	27	6	48	33	13	443
C. 45–60 minutes	40	6	14	24	57	8	19	4	10	449	44	8	49	32	11	445	38	11	54	26	9	447
D. more than 60 minutes	6	0	0	3	50	3	50	0	0	443	9	0	53	40	7	442	26	13	55	23	9	448
Optional school/SAU question																						
A.	20	0	0	0	0	1	100	0	0	434	17	0	0	100	0	434						
B.	20	0	0	1	100	0	0	0	0	460	33	0	100	0	0	460						
C.	60	0	0	1	33	1	33	1	33	437	50	0	33	33	33	437						
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 49
School: Benton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	12	12	14	8	751	5
	2006-2007	21	19	24	14	963	7
	2007-2008	9	8	9	5	882	6
	Cum. Total*	42	13	47	9	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	64	62	88	53	7251	52
	2006-2007	57	51	83	48	6824	49
	2007-2008	64	60	93	55	7130	51
	Cum. Total*	185	58	264	52	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	22	21	52	31	4514	32
	2006-2007	22	20	48	28	4382	32
	2007-2008	26	24	54	32	4433	32
	Cum. Total*	70	22	154	30	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	5	5	13	8	1458	10
	2006-2007	11	10	17	10	1735	12
	2007-2008	8	7	14	8	1546	11
	Cum. Total*	24	7	44	9	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.1	67.5	8.0	66.7	8.0	66.7
Cluster 2: Physical Sciences	12	25	8.3	69.2	7.7	64.2	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.5	62.5	7.3	60.8	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.6	63.3	7.4	61.7	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 49
School: Benton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	9	8	64	60	26	24	8	7	446	170	5	55	32	8	444	13991	6	51	32	11	444
Ethnicity																						
African American/Black	3										3						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										1						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	104	9	9	62	60	25	24	8	8	446	166	5	55	31	8	444	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	21	1	5	6	29	9	43	5	24	438	31	3	29	45	23	438	2370	2	32	41	25	437
No	86	8	9	58	67	17	20	3	3	448	139	6	60	29	5	446	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	107	9	8	64	60	26	24	8	7	446	170	5	55	32	8	444	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	49	2	4	28	57	13	27	6	12	443	81	2	51	35	12	442	5470	3	41	39	18	440
No	58	7	12	36	62	13	22	2	3	449	89	8	58	29	4	446	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	107	9	8	64	60	26	24	8	7	446	170	5	55	32	8	444	13986	6	51	32	11	444
Gender																						
Female	50	4	8	29	58	15	30	2	4	446	79	5	52	37	6	443	6929	6	49	33	12	443
Male	57	5	9	35	61	11	19	6	11	446	91	5	57	27	10	445	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1888	1	32	44	23	437
No	107	9	8	64	60	26	24	8	7	446	170	5	55	32	8	444	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	107	9	8	64	60	26	24	8	7	446	170	5	55	32	8	444	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 49
School: Benton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	22 68 7 2	2 7 0 0	8 10 0 0	11 48 5 0	46 66 63 0	8 14 2 2	33 19 25 100	3 4 1 0	13 5 13 0	443 448 444 431	18 69 11 2	7 6 0 0	50 59 42 0	33 29 42 67	10 6 16 33	443 445 440 429	5 74 18 2	4 6 7 4	37 53 52 31	36 31 32 33	22 10 8 32	439 444 445 437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	40 47 8 5	4 5 0 0	10 10 0 0	27 28 5 2	64 57 63 40	9 12 3 1	21 24 38 20	2 4 0 2	5 8 0 40	447 447 445 436	39 46 11 4	6 6 0 0	49 60 61 29	35 29 33 29	9 5 6 43	444 445 444 434	24 49 21 6	9 6 4 2	53 54 47 35	28 31 36 37	10 9 13 25	446 445 442 438
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	28 55 14 3	5 2 2 0	17 4 14 0	18 37 6 0	62 66 43 0	6 15 3 1	21 27 21 33	0 2 3 2	0 4 21 67	450 446 443 424	28 58 12 2	11 2 11 0	50 63 37 0	35 30 37 25	4 5 16 75	446 445 442 425	25 54 19 3	9 6 3 2	53 55 43 28	27 30 40 42	10 9 15 29	446 445 441 435
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	10 78 12	1 6 2	10 8 17	3 49 9	30 61 75	4 20 0	40 25 0	2 5 1	20 6 8	442 446 451	12 75 14	5 5 9	42 55 61	37 33 22	16 7 9	442 444 447	22 62 16	5 7 7	45 53 52	35 31 28	15 9 13	442 445 444
How often do you have science classes? A. every day B. a few times a week C. once a week D. a few times a month	27 59 9 6	1 7 1 0	4 11 11 0	18 38 2 4	64 62 22 67	7 12 5 1	25 20 56 17	2 4 1 1	7 7 11 17	445 448 440 443	19 69 7 5	3 6 9 0	59 57 18 44	31 29 55 44	6 8 18 11	444 445 438 440	24 53 9 14	7 7 6 5	48 54 46 50	33 31 33 31	12 9 15 14	444 445 442 443
Which statement best describes how you learn science? A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments. B. I work in groups to design and conduct experiments. C. I do a combination of A and B, but mostly A. D. I do a combination of A and B, but mostly B.	17 21 37 25	0 3 3 3	0 14 8 12	8 9 24 20	47 41 63 77	7 9 7 2	41 41 18 8	2 1 4 1	12 5 11 4	441 445 447 450	22 19 40 20	0 10 5 9	42 42 58 73	44 45 29 12	14 3 9 6	440 443 445 448	25 27 26 22	5 4 7 9	48 46 56 55	34 37 28 26	13 13 8 9	443 442 445 446
Optional school/SAU question A. B. C. D.	20 20 60 0	0 0 0 0	0 0 0 0	0 1 0 0	0 100 0 0	0 0 2 67	0 0 67 67	1 0 1 33	100 0 33 33	422 442 433 433	17 33 50 0	0 0 0 0	0 100 0 67	0 0 67 67	100 0 33 33	422 444 433 433						